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IDENTIFIERS	*CDA: Child Development Associate

ABSTRACT

This Child Development Associate (CDA) training module enables CDA interns to introduce art experiences into the preschool classroom. The module guides the intern toward developing skill in helping children appreciate and communicate through art, music, dance and drama. At a satisfactory level of proficiency the CDA intern will be able to plan and implement an art lesson, activity or environmental arrangement. Both teacher's and trainee's materials are provided. The teacher's materials consist of pre-test directions, an answer key, and directions for the resource person and field supervisor. The student's materials include a pre-test, an activity list and activity directions. Nineteen lessons are provided in three sections: (1) Exposing, Appreciating and Communicating through Expressive Experiences for Young Children, (2) What Does Appreciating Art, Music and Drama Mean? and (3) Communicating Through Art, Music and Drama. A brief overview discusses expressive experiences for young children. (Author/RH)

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ED180661

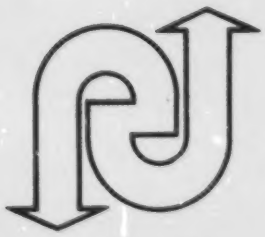
CHILD DEVELOPMENT ASSOCIATE TRAINING PROGRAM

UNIT V

EXPRESSIVE EXPERIENCES FOR YOUNG CHILDREN

Unit Overview

INTRODUCTION TO EXPRESSIVE EXPERIENCES



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THE CHILD DEVELOPMENT ASSOCIATE TRAINING PROJECT

UNIT V

UNIT OVERVIEW

EXPRESSIVE EXPERIENCES FOR YOUNG CHILDREN

Product Developer

Helene Gerstein

Project Director

Marcella Lingham

A Joint Project of: COMMUNITY COLLEGE OF PHILADELPHIA
RESEARCH FOR BETTER SCHOOLS, INC.
SCHOOL DISTRICT OF PHILADELPHIA

Unit 5

Unit Overview

Trainee Directions

PURPOSE OF THE ACTIVITY

To provide you with an introduction to some basic knowledge about expressive experiences.

EQUIPMENT AND MATERIALS

Activity Folder -
Unit 5 - Overview

DIRECTIONS

Read the Unit Overview.

Unit 5

Unit Overview

Resource Person Directions

PURPOSE OF THE ACTIVITY

To provide the trainee with an introduction to some basic knowledge about expressive experiences.

EQUIPMENT AND MATERIALS

Activity Folder -
Unit 5 - Overview

DIRECTIONS

1. Have trainees read the Unit Overview.
2. Read the Unit Overview.
3. Be available to answer questions.

Unit 5

Unit Overview

EXPRESSIVE EXPERIENCES FOR YOUNG CHILDREN

This unit is about giving children a way to tell us about their thoughts and feelings. Sometimes children have trouble using words. They do not have the vocabulary or the ability to organize their thoughts the way adults do. They need another way to communicate with us. We have already learned about some of the other ways children let us know what they think and feel. We know that children use their bodies and words to talk to us.

This unit is about giving children a way to reveal to us how they feel about things. It is also about giving children a way to reveal to us what they are thinking. Children can and do talk to us by showing us what they think and feel. They show us through music. They show us through art. They show us through drama. This is what expressive experiences are.

Expressive means showing someone something. Experiences means having an opportunity to take part in something. Therefore, expressive experiences means having an opportunity to take part in something that will show people what the person thinks and feels.

Unit 5

Unit Overview

There are three major areas in the preschool that allow children to express themselves. These areas are:

1. Art;

2. Music;

3. Drama.

This unit is about teaching art, music, and drama to preschool children. It is, also, about helping children to show what they think and feel through art, music, and drama. There is one module in this unit. The module is about the three expressive areas: art, music, and drama. There is one module because each area is alike in that it is expressive. We want you to understand that because each area is alike, it can be thought about in the same way. We also want you to see how each area is different and to know and understand what to do about the differences.

When you complete this unit, you will be able to provide experiences for your children which will help them express themselves through art, music, and drama.

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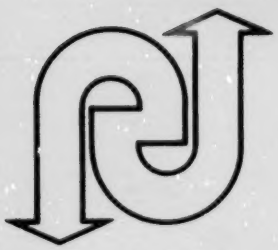
CHILD DEVELOPMENT ASSOCIATE TRAINING PROGRAM

UNIT V

EXPRESSIVE EXPERIENCES FOR YOUNG CHILDREN

Module 1

EXPOSING, APPRECIATING AND COMMUNICATING THROUGH EXPRESSIVE EXPERIENCES FOR YOUNG CHILDREN



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THE CHILD DEVELOPMENT ASSOCIATE TRAINING PROJECT

UNIT V

EXPRESSIVE EXPERIENCES FOR YOUNG CHILDREN

MODULE 1

EXPOSING, APPRECIATING AND COMMUNICATING THROUGH EXPRESSIVE EXPERIENCES FOR YOUNG CHILDREN

Product Developer

Helene Gerstein

Product Director

Marcella Lingham

A Joint Project of: Community College of Philadelphia
Research for Better Schools, Inc.
School District of Philadelphia

Unit V

Module 1

Unit V

EXPRESSIVE EXPERIENCES FOR YOUNG CHILDREN

Module 1

EXPOSING, APPRECIATING AND COMMUNICATING THROUGH EXPRESSIVE EXPERIENCES FOR YOUR CHILDREN

PURPOSE OF THE MODULE

It is the purpose of this module to have trainees acquire the knowledge, understanding and skills necessary for exposing, teaching appreciation, and helping children develop communication skills in art, music, dance and drama.

Unit V

Module 1

COMPETENCIES

1. Trainee will be able to expose children to art.
2. Trainee will be able to help children communicate through art.
3. Trainee will be able to help children appreciate art.
4. Trainee will be able to expose children to music and dance.
5. Trainee will be able to help children communicate through music and dance.
6. Trainee will be able to help children appreciate music and dance.
7. Trainee will be able to expose children to drama.
8. Trainee will be able to help children communicate through drama.
9. Trainee will be able to help children appreciate drama.

INSTRUCTIONAL OBJECTIVES

Entry Level	Intermediate Level	Mastery Level
Trainee will know what things to expose the children to in art, music, dance and drama.	Trainee will know why it is important to expose children to art, music, dance and drama.	Trainee will know how to expose, teach appreciation, and help children develop communication skills in art, music, dance and drama.

Unit V

Module 1

INSTRUCTIONAL OBJECTIVES (cont.)

Entry Level	Intermediate Level	Mastery Level
Trainee will know what things to teach to help children to appreciate art, music, dance and drama.	Trainee will know why children should begin to appreciate and how to appreciate art, music, dance and drama.	
Trainee will know what communication skills are developed through art, music, dance and drama.	Trainee will know why communication skills are important and how to help children communicate through art, music, dance and drama.	

BEHAVIORAL OBJECTIVES

Entry Level	Intermediate Level	Mastery Level
Given a series of charts, the trainee can identify for art, music, dance and drama: A. what things to expose children to; B. what things to teach to help children; and C. what communication skills are developed with 85% accuracy.	The trainee can select, plan and justify the use of the expressive experiences for exposing, appreciating and communicating through art, music, and drama with 85% accuracy.	The trainee can plan and implement an appropriate lesson, activity or environmental condition with 85% accuracy which will expose or teach appreciation or help children develop communication skills in art, music, dance or drama.

Unit V

Module 1

PRETEST

If ... you think you may already know how to do the things in this module:

1. See the Resource Person and describe why you think you may already know how to do these things.

2. Review the pretest with the Resource Person and decide with the Resource Person if you will try it.

If ... you do not wish to take the pretest, or do not know how to do these things:

1. Fill out the cover sheet for this module.

2. Begin work in Activity 1.

Unit V

Module 1

PRETEST

Resource Person Directions

EQUIPMENT AND MATERIALS	DIRECTIONS
Answer Key for Part A Four file cards per trainee	1. Read trainee directions for Part A and Part B of pretest. 2. When trainee has finished Part A, use answer key to score this part of the pretest. A. SECTION I 1. 8 Points 2. 8 points 3. 8 points B. SECTION II 1. 25 points (no partial credit) 2. 25 points (no partial credit) 3. 26 points (no partial credit) Trainee must have a total score of 85 in Part A to go to Part B. 3. Notify the Field Supervisor of trainees who do go on to Part B. Field Supervisor will notify you of trainee's performance in Part B. 4. Trainee who successfully completes Part A and Part B of pretest has mastered out of module. Have conference with trainee and determine which module trainee wants to do next. 5. Trainee who is unsuccessful in Part A, have conference and review Part A with the individual and have him/her work in the module. 6. Trainee who is unsuccessful in Part B, have conference and review Part B with the individual. Identify activities within module that trainee needs and have trainee do these activities and the needed mastery activities only.

Unit V

Module 1

PRETEST

Field Supervisor Directions

EQUIPMENT AND MATERIALS	DIRECTIONS
None	1. Read trainee directions for Part B. 2. Trainee will contact you as to the time or times to come and observe. 3. Prior to the observation, review: A. for #1 in Part B of trainee's section of pretest, the activity card. B. for #2 in Part B of trainee's section of pretest, the Answer Sheet #2. C. for #3 in Part B of trainee's section of pretest, activity card and Answer Sheet #3. 4. Observe the trainee doing each of the three tasks. The purposes of the observations can be found in Part B of trainee's section of the pretest on pages 6 and 7. 5. Each task is worth 33 points. Trainee must meet all of the requirements for each task. There is no partial credit. Trainee must have a score of at least 85 points to master this this part of the pretest. 6. Notify the Resource Person of trainee's score for Part B of this pretest.

Unit V

Module 1

PRETEST

ANSWER KEY

PART A

SECTION I

1. Exposing children to art, music and drama means helping children to know what is available to them and helping children to know how to use what is available to them in art, music and drama in order to express themselves.

2. Helping children to appreciate art, music and drama means:

   A. setting up an environment which has art, music and drama as a basic part of it; and

   B. providing opportunities for children to share their feelings about art, music and drama.

3. Helping children to develop communication skills through art, music and drama means:

   A. knowing all of the kinds of art, music and drama that are available for preschool children so they can communicate with us; and

Unit V

Module 1

PRETEST

ANSWER KEY

PART A

SECTION I (cont.)

B. knowing how to offer all of the different kinds of art, music and drama to preschool children so they can communicate with us.

Unit V

Module 1

PRETEST

ANSWER SHEET

SECTION II

1. A. The experience chosen should be:

   1. appropriate for young children;

   2. enjoyable for young children;

   3. simple and not too complicated for young children;

   4. a way for children to express themselves.

   B. List should include the kinds of things a child would have to know how to do in order to participate in the experience. (See Section I, Activity 5, Page 29)

   C. The lesson, activity and environmental condition cards must be on one of the three "tools" and must be complete.

2. A. The story selected should be appropriate for young chil ren.

   B. The plan must include:

   1. summary of the story;

Unit V

Module 1

PRETEST

ANSWER SHEET

SECTION II

2. list of characters;

3. list of the materials and equipment needed for acting out the story.

C. The questions must be about the characters in the story. The questions should help the children tell you how they feel about each of the characters.

3. A. The activity selected should be appropriate for young children and should give children a chance to communicate with others.

B. Activity card must be complete.

C. List of materials should be related to the art activity.

D. The questions should help the children tell others what they did in the art activity.

Unit V

Module 1

Unit V

EXPRESSIVE EXPERIENCES FOR YOUNG CHILDREN

Module 1

EXPOSING, APPRECIATING AND COMMUNICATING THROUGH EXPRESSIVE EXPERIENCES FOR YOUR CHILDREN

PURPOSE OF THE MODULE

It is the purpose of this module to have trainees acquire the knowledge, understanding and skills necessary for exposing, teaching appreciation, and helping children develop communication skills in art, music, dance and drama.

Unit V

Module 1

COMPETENCIES

1. Trainee will be able to expose children to art.
2. Trainee will be able to help children communicate through art.
3. Trainee will be able to help children appreciate art.
4. Trainee will be able to expose children to music and dance.
5. Trainee will be able to help children communicate through music and dance.
6. Trainee will be able to help children appreciate music and dance.
7. Trainee will be able to expose children to drama.
8. Trainee will be able to help children communicate through drama.
9. Trainee will be able to help children appreciate drama.

INSTRUCTIONAL OBJECTIVES

Entry Level	Intermediate Level	Mastery Level
Trainee will know what things to expose the children to in art, music, dance and drama.	Trainee will know why it is important to expose children to art, music, dance and drama.	Trainee will know how to expose, teach appreciation, and help children develop communication skills in art, music, dance and drama.

Unit V

Module 1

PRETEST (cont.)

SECTION II

Read each item and write your answer on the answer sheet.

1. On Answer Sheet #1, do the following:

   A. Write the name of one expressive experience you would like to expose your children to in music. Write the name in space A.

   B. For the expressive experience you have selected, list the kinds of things a child would have to know how to do in order to participate in the experience to which you plan to expose them. Write your list in space B.

   C. Select three "tools" from the list you have just made. Get three file cards from your Resource Person. For one "tool", make up a lesson card. For a different "tool" make up an activity card. For the third "tool", make up an environmental condition card.

2. On Answer Sheet #2, do the following:

   A. Write the name of a story you would work with your children to help them appreciate drama. Write the name in space A.

PRETEST (cont.)

SECTION II

B. Write a plan for the story you have selected to have the children act out. Write your plan in space B.

C. Write a list of questions that you would ask the children about each of the characters in the story. Write your list in space C.

3. On Answer Sheet #3, do the following:

A. Write the name of an art activity you would use with your children to help them develop communication skills. Write this in space A.

B. Make up an activity card for the art activity. Get the card from your Resource Person.

C. Write a list of materials you would need for the art activity. Write your list in Space C.

D. For this art activity, write a list of five questions that you would ask children after they have completed the activity that would help them tell you what they did. Write your list in Space D.

Unit V

Module 1

PRETEST (cont.)

SECTION II

When you have finished Section A, give it to your Resource Person. Do not go on to Part B until your Resource Person tells you to do so.

Unit V

Module 1

PRETEST

PART B

This part of the pretest is to be done in your center. Read all of Part B before you begin to work.

You will have ten days to complete this part of the pretest You are to do the following tasks:

1. Get your activity card from your Resource Person that you did in Part A, Section II. Set a time for your Field Supervisor to comes and observe you working with children on this activity.

   Make sure you give your activity card to your Field Supervisor when she come to observe you.

   She will be looking to see if your activity helps children learn how to use a "tool" and how well you implement the activity.

2. Get Answer Sheet #2 from your Resource Person. Set a time for your Field Supervisor to come and observe the following:

   A. the children acting out the story; and

   B. you asking the children questions about the characters in the story.

PRETEST (cont.)

She will be looking to see how well you implement your plan and if the questions help children tell how they feel.

3. Get Answer Sheet #3 and the activity card from your Resource Person. Set a time for your Field Supervisor to come and observe you working with the children on the art activity and asking the children questions at the end of the activity.

   Make sure you give Answer Sheet #3 with the activity card to your Field Supervisor when she comes to observe you. She will be looking to see how well you implement your activity and if your questions help the children tell what they did and how they felt.

You may do all three things on the same day or on different days.

Unit V

Module 1

PRETEST

ANSWER SHEET #1

SECTION II

1. Exposing Children to Music

A. Name of expressive experience:

B. My list of the kinds of things a child would have to know how to do:

C. Get three file cards from your Resource Person.

Unit V

Module 1

PRETEST

ANSWER SHEET #2

SECTION II

2. Helping Children to Appreciate Drama

A. Name of story:

B. My plan:

C. My list of questions:

Unit V

Module 1

PRETEST

ANSWER SHEET #3

SECTION II

3. Helping Children to Develop Communication Skills through Art

A. Name of my art activity:

B. Get a file card from your Resource Person.

C. My list of materials:

D. My list of questions:

Unit V _____

Module 1 _____

NAME _____

DATE _____

PLACEMENT TEST

Time Started _____

Time Finished _____

Mastery _____

No Mastery _____

Resource Person _____

Unit V

Module 1

Resource Person and Field Supervisor Directions

RESOURCE PERSON AND FIELD SUPERVISOR ACTIVITY LIST

ACTIVITY	MODE OF INSTRUCTION	MATERIALS
1. Module Introduction	I	Activity Folder UV-M1-A1
SECTION I		
2. What Does Exposing Children to Art, Music	I	Activity Folder-UV-M1-Sec.I-A2
3. Preparations and Guidelines to Make for Exposing Children to Art, Music and Drama	I	Activity Folder-UV-M1-Sec.I-A3
4. How to Expose Children to Art	I	Activity Folder UV-M1-Sec.I-A4 9 File Cards
5. How to Expose Children to Music and Dance	I	Activity Folder UV-M1-Sec.I-A5 9 File Cards
6. How to Expose Children to Drama	I	Activity Folder UV-M1-Sec.I-A6 9 File Cards
7. Exposing Children to Art, Music or Drama (Mastery Activity - Section I)	I	Activity Folder UV-M1-Sec.I-A7
SECTION II		
1. What Does Appreciating Art, Music and Drama Mean:	I	Activity Folder-UV-M1-Sec.II-A1
2. Things to Think about in Order to Help Children Appreciate art, Music and Drama	I	Activity Folder UV-M1-Sec.II-A2
3. How to Help Children Appreciate Art	I	Activity Folder-UV-M1-Sec.II-A3
4. How to Help Children Appreciate Music	I	Activity Folder-UV-M1-Sec.II-A4
5. Helping Children Appreciate Drama	I	Activity Folder-UV-M1-Sec.II-A5
6. Teaching Children to Appreciate Art, Music or Drama (Mastery Activity, Section II)	I	Activity Folder-UV-M1-Sec.II-A6
SECTION III		
1. Communicating through Art, Music and Drama	I	Activity Folder-UV-M1-Sec.III-A1
2. Finding Out What Is Available in Art, Music and Drama for Preschool Children	I	Activity Folder-UV-M1-Sec.III-A2
3. Helping Children Communicate through Art	I	Activity Folder-UV-M1-Sec.III-A3 5 file cards
4. Helping Children Communicate through Music	I	Activity Folder-UV-M1-Sec.III-A4 5 file cards
5. Helping Children Communicate through Drama	I	Activity Folder-UV-M1-Sec.III-A5 5 file cards
6. Mastery Activity for Section III	I	Activity Folder-UV-M1-Sec.III-A6

Unit V

Module 1

Resource Person Directions

RESOURCE PERSON DIRECTIONS FOR ACTIVITIES

ACTIVITY	DIRECTIONS
1. Module Introduction	Be Available to answer questions.
SECTION I 2. What Does Exposing Children to Art, Music, and Drama Mean?	Be available to answer questions.
3. Preparations and Guidelines to Make for Exposing Children to Art, Music, and Drama.	1. Review the activity 2. Review the trainees' chart with them.
4. How to Expose Children to Art	1. Review the activity. 2. Be available to answer questions. 3. Review the trainee's lessons, activities and environmental condition cards for accuracy and appropriateness.
5. How to Expose Children to Music and Dance	1. Review the activity. 2. Be available to answer questions. 3. Review the trainee's lessons, activities and environmental condition cards for accuracy and appropriateness.
6. How to Expose Child to Drama	1. Review the activity. 2. Be available to answer questions. 3. Review the trainee's lessons, activities and environmental condition cards for accuracy and appropriateness.
7. Exposing Children to Art, Music or Drama (Mastery Activity, Section I)	None; see Field Supervisor directions.

Unit V

Module 1

Resource Person Directions

RESOURCE PERSON DIRECTIONS FOR ACTIVITIES

ACTIVITY	DIRECTIONS
SECTION II 1. What Does Appreciating Art, Music and Drama Mean?	Be available to answer questions.
2. Things to Think about in Order to Help Children Appreciate Art, Music and Drama	1. Review the activity. 2. Be available to answer questions. 3. Review the trainee's questions for appropriateness.
3. How to Help Children Appreciate Art	1. Review the activity. 2. Be available to answer questions.
4. How to Help Children Appreciate Music	1. Review the activity. 2. Be available to answer questions.
5. Helping Children Appreciate Drama	1. Review the activity. 2. Be available to answer questions.
6. Teaching Children to Appreciate Art, Music or Drama (Mastery Activity for Section II)	1. Review the activity. 2. Be available to answer questions.

Unit V

Module 1

Resource Person Directions

RESOURCE PERSON DIRECTIONS FOR ACTIVITIES

ACTIVITY	DIRECTIONS
SECTION III 1. Communicating through Art, Music and Drama	1. Review the activity. 2. Be available to answer questions.
2. Finding Out What Is Available in Art, Music and Drama for Preschool Children	1. Review the activity. 2. Be available to answer questions.
3. Helping Children Communicate through Art	1. Review the activity. 2. Be available to answer questions.
4. Helping Children Communicate through Music	1. Review the activity. 2. Be available to answer questions.
5. Helping Children Communicate through Drama	1. Review the activity. 2. Be available to answer questions.
6. Mastery Activity for Section III	1. Review the activity. 2. Be available to answer questions.

FIELD SUPERVISOR DIRECTIONS FOR FIELD ACTIVITIES

ACTIVITY	PURPOSE(S)	PROCEDURES
SECTION I		
7. Exposing Children to Art, Music or Drama	To have the trainees plan a lesson, an activity and an environmental condition which will help children learn how to use the "tools" needed to participate in an indentified expressive experience in art, music or drama.	1. Review this activity. 2. Set a time with the trainee to do the following: A. Review the information on the sheet from Activity 7; B. Review the lesson, activity and environmental condition cards for the "tools" identified; C. Observe the trainee working with children for the activity chosen. Use the criteria in Activity 7 to evaluate the activity. 3. Trainee must meet the criteria specified above in Step 2, Parts A,B, and C with 85% accuracy to master this activity. 4. If trainee does not achieve mastery, help trainee identify the problem and have trainee repeat the activity.
SECTION II		
6. Teaching Children to Appreciate Art, Music or Drama Mastery Activity	To have the trainees plan and set up an environment and plan and implement a lesson which will help children appreciate art, music or drama.	1. Review this Activity. 2. Set a time with the trainee to review the plans and/or lists and to observe the trainee. Make sure the trainee tells you the area he/she has selected. 3. If the trainee has chosen: A. Art - the design, questions and display must meet the criteria in Activity 3 B. Music - the lists, questions and music selected must meet the criteria in Activity 4. C. Drama - the plan and list of questions must meet the criteria in Activity 5.

ACTIVITY	PURPOSE(S)	PROCEDURES
		4. Observe the trainee to determine if what the trainee implements helps the children tell or show how they feel about the display (for art), the pieces played (for music, or the characters in the play (for drama). 5. Trainee must meet the criteria specified above in Steps 3 and 4 with 85% accuracy to master this activity. 6. If trainee does not achieve mastery, help trainee identify the problem and have trainee repeat the activity.
SECTION III 6. Mastery Activity for Section III	To have the trainees plan and implement an activity in art, music and drama which help children develop their communication skills in these areas.	1. Review this Activity. 2. Set a time with the trainee to do the following: A. Review the activity cards for the activities selected in art, music and drama. B. Review the sheets from Activities 3, 4 and 5. C. Observe the trainee working with children for the music, art and drama activities selected to determine if trainee: 1. is encouraging children to tell him/her how they think and feel; 2. is not telling children what they should do or how they should do it; 3. is asking children questions which will help them tell the trainee what they are thinking and feeling. 3. Trainee must meet the criteria specified above in Step 2, Parts A, B and C with 85% acouracy to master this activity. 4. If trainee does not achieve mastery, help trainee identify the problems and have trainee repeat the activity.

Unit V

Module 1

Trainee Directions

MODULE 1

EXPOSING, APPRECIATING AND COMMUNICATING THROUGH EXPRESSIVE EXPERIENCES FOR YOUNG CHILDREN

TRAINEE _____

INSTRUCTOR _____

FIELD SUPERVISOR _____

	How Many?		
Class		Community College of Philadelphia	Regularly Scheduled Class Day
Field		At Your Center	Time to be Scheduled with The Field Supervisor

Unit V

Module 1

Trainee Activity List

TRAINEE ACTIVITY LIST

ACTIVITY	MODE OF INSTRUCTION	MATERIALS
1. Module Introduction	I	Activity Folder - UV-M1-A1
SECTION I		
2. What Does Exposing Children to Art Music and Drama	I	Activity Folder UV-M1-Sec.I-A2
3. Preparation and Guidelines to Make for Exposing Children to Art, Music and Drama	I	Activity Folder UV-M1-Sec.I-A3
4. How to Expose Children to Art	I	Activity Folder UV-M1-Sec.I-A4 9 File Cards 3 Index Cards
5. How to Expose Children to Music and Dance	I	Activity Folder UV-M1-Sec.I-A5 9 File Cards
6. How to Expose Children to Drama	I	Activity Folder UV-M1-Sec.-A6 9 File Cards
7. Exposing Children to Art, Music or Drama	I	Activity Folder UV-M1-Sec. I-A7
SECTION II		
1. What Does Appreciating Art, Music and Drama Mean?	I	Activity Folder UV-M1-Sec.II-A1
2. Things to Think about in Order to Help Children Appreciate Art Music and Drama	I	Activity Folder UV-M1-Sec.II-A2
3. How to Help Children Appreciate Art	I	Activity Folder UV-M1-Sec.II-A3
4. How to Help Children Appreciate Music	I	Activity Folder UV-M1-Sec.II-A4
5. Helping Children Appreciate Drama	I	Activity Folder UV-M1-Sec.II-A5
6. Teaching Children to Appreciate Art, Music or Drama	I	Activity Folder UV-M1-Sec.II-A6
SECTION III		
1. Communicating through Art, Music and Drama	I	Activity Folder UV-M1-Sec.III-A1
2. Finding Out What Is Available in Art Music and Drama for Preschool Children	I	Activity Folder UV-M1-Sec.III-A2
3. Helping Children Communicate through Art	I	Activity Folder UV-M1-Sec.III-A3
4. Helping Children Communicate through Music	I	Activity Folder UV-M1-Sec.III-A4
5. Helping Children Communicate through Drama	I	Activity Folder UV-M1-Sec.III-A5
6. Mastery Activity for Section III	I	Activity Folder UV-M1-Sec.III-A6

Unit V

Module 1

Traine Directions

TRAINEE DIRECTIONS FOR ACTIVITIES

ACTIVITY	DIRECTION
1. Module Introduction	Read the activity by yourself. If you have any questions, ask your Resource Person.
SECTION I	
2. What Does Exposing Children to Art, Music, and Drama Mean?	Read the activity by yourself. If you have any questions, ask your Resource Person.
3. Preparations and Guidelines to Make for Exposing Children to Art, Music and Drama.	Read the activity carefully. Follow the directions and complete the two charts.
4. How to Expose Children to Art	Read the activity carefully and follow the directions.
5. How to Expose Children to Music and Dance	Read the activity carefully and follow the directions.
6. How to Expose Children to Drama	Read the activity carefully and follow the directions.
7. Exposing Children to Art, Music, or Drama	Read the activity carefully and follow the directions.
SECTION II	
1. What Does Appreciating Art, Music and Drama Mean?	Read the activity by yourself. If you have any questions, ask your Resource Person.
2. Things to Think about In Order to Help Children Appreciate Art, Music and Drama	Read the activity carefully. Follow the directions and complete the two charts.
3. How to Help Children Appreciate Art.	Read the activity. Follow the directions and complete the charts.
4. How to Help Children Appreciate Music.	Read the activity. Follow the directions and complete the charts.
5. Helping Children Appreciate Drama	Read the activity. Follow the directions and complete the charts.
6. Teaching Children to Appreciate Art, Music or Drama	Read the activity. Follow the directions and complete the charts.
SECTION III	
1. Communicating through Art, Music and Drama	Read the activity. If you have any questions, ask your Resource Person.
2. Finding Out What Is Available in Art, Music and Drama for Preschool Children	Read the activity carefully. Follow the directions. Complete the three charts.
3. Helping Children Communicate through Art	Read the activity carefully. Follow the directions and complete the chart.
4. Helping Children Communicate through Music	Read the activity carefully. Follow the directions and complete the chart.
5. Helping Children Communicate through Drama	Read the activity carefully. Follow the directions and complete the chart.
6. Mastery Activity for Section III	Read the activity carefully. Follow the directions and complete the chart.

Unit V

Module 1

ACTIVITY 1

This module is about art, music and drama for young children. You will learn about exposing children to art, music and drama. You will learn how to help children appreciate art, music and drama. You will learn how to help children communicate through art, music and drama. Art, music and drama are the areas in which young children usually have expressive experiences.

Helping children to express themselves in different ways takes planning. Helping children to express themselves in different ways, also, takes an understanding of what skills children have to have in order to tell us what they are thinking and feeling. Some skills have to do with:

1. having an exposure to art, music and drama;

2. having an appreciation of art, music and drama;

3. being able to communicate through art, music and drama;

To help you learn and understand why these skills are important in helping young children to express themselves, the module has been divided into three sections. The sections are:

Unit V

Module 1

Section I

Activity 1 (cont.)

- Section I - Exposing Children to Art, Music and Drama;
- Section II - Appreciating Art, Music, and Drama;
- Section III - Communicating through Art, Music and Drama

Each section will give you an understanding of what each skill means for art, music and drama. It will also tell you how to help children have experiences which will help them express themselves.

When you complete the module, you will be able to plan and implement lessons and activities which will help children express themselves through art, music and drama.

SECTION I

EXPOSING CHILDREN TO ART, MUSIC AND DRAMA

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Module 1

Section I

ACTIVITY 2

WHAT DOES EXPOSING CHILDREN TO ART MUSIC AND DRAMA MEAN?

In order for children to be able to tell us how they think and feel, they have to be able to do certain things. First, children must know that there are some things available for them to use to express themselves. Second, children must be able to use some things as a way of expressing themselves.

As teachers of preschool children, part of your job is to expose children to those things that will give them a chance to express themselves. Exposing children to art, music and drama means:

1. helping children to know what is available to them in art, music and drama in order to express themselves;

2. helping children to know how to use what is available to them in art, music and drama in order to express themselves.

Exposing children to art, music and drama is a very important part of your job. It is important because children need to learn that what they think and feel is worthwhile. Children need to know that what they think and feel is worthwhile to

Activity 2 (cont.)

themselves as well as others. They need to know that there are many different ways that people can express themselves. Children can only learn these things by being exposed to the many different things available to them in art, music and drama.

The job of the teacher is to make things available to children which they can use to express themselves. It is the teacher's job to show children how to use different things so that they can express themselves. It is the teacher's job to expose children to as many different ways as possible that they can use to express themselves. It is the teacher's job to teach children about the many different tools available that they can use to express themselves.

For the rest of this section, you will learn what you should expose children to in art, music and drama. You will, also, learn how to help children learn how to use the tools of art, music and drama in order to express themselves in a meaningful way.

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Section I

ACTIVITY 3

PREPARATIONS AND GUIDELINES TO MAKE FOR EXPOSING CHILDREN TO ART, MUSIC AND DRAMA

Preparing to expose children to ways of expressing themselves is a complicated process. It is complicated because you have to consider many different things.

1. FIRST, you have to consider what things children are capable of doing at certain ages.

2. SECOND, you have to consider ways of exposing children to things so they will want to use it to express themselves.

3. THIRD, you have to consider ways of exposing children to things so that they will be able to use the tools for their purposes.

4. FOURTH, you have to consider ways of teaching children how to use the tools properly and at the same time have freedom to express themselves in their own way.

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Activity 3 (cont.)

If the main purpose for exposing children to art, music and drama is to give them some ways of expressing themselves, then how can it be done if it is such a complicated process? You can do it if you understand all of what is involved in exposing children to art, music and drama. You can do it if you make the right preparations for exposing children to art, music and drama. And, you can do it if you can set up some guidelines for exposing children to art, music and drama.

Preparations for Exposing Children to Art, Music, and Dance

Making preparations means making things ready for whatever you are going to do. When you prepare things for exposing children to art, music and drama, it means getting things ready so that the children can know what is available to them. It also means getting things ready so that children can learn how to use the "tools", of art, music and drama, in order to express themselves.

In the preschool, preparations usually include getting lessons, activities and environmental conditions ready for the children. Think about exposing children to art, music and drama. Think about making preparations for letting children know what is available in art, music and drama that they can use to express themselves. Think about preparations for helping children learn how they can use things in art, music and drama to express themselves.

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Activity 3 (cont.)

On page 18, you will find a chart to fill out which has to do with making preparations for exposing children to art, music, and drama. The chart has two parts. Part One is about making preparations for helping children learn what is available in art, music and drama. Part Two is about making preparations for helping children to learn how to use some things in art, music and drama. The purpose of the chart is to help you think about what preparations you will have to make in order to expose children to art, music and drama.

Follow the directions below to fill out the chart.

For Part One

There are three headings in Part One: "Lessons", "Activities" and "Environmental Conditions". Follow the directions carefully. Write your answers under the correct heading.

1. Under the correct headings, write the name of one lesson, one activity, and one environmental conditions that you would prepare to help children learn what is available to them in art.

2. Under the correct headings, write the name of one lesson, one activity, and one environmental condition that you would prepare to help children learn what is available to them in music.

3. Under the correct headings, write the name of one lesson, one activity, and one environmental condition that you would prepare to help children learn what is available to them in drama.

For Part Two

There are three headings in Part Two: "Lessons", "Activities", and "Environmental Conditions". Follow the directions carefully. Write your answers under the correct heading.

1. Under the correct headings, write the name of one lessons, one activity, and one environmental condition that you would prepare to help children learn how to use something in art to express themselves.

2. Under the correct headings, write the name of one lesson, one activity, and one environmental condition that you would prepare to help children learn how to use something in music to express themselves.

3. Under the correct headings, write the name of one lesson, one activity, and one environmental condition that you would prepare to help children learn how to use something in drama to express themselves.

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Activity 3 (cont.)

Making Guidelines for Exposing Children To Art, Music and Drama

Guidelines have to do with making rules that you can use to expose children to art, music and drama. One rule might be that you must be sure that whatever you expose children to in art, music or drama must be something that children do. For example, you would not give children a knife to whittle something as an art activity. They do not have the fine motor coordination to do it yet. Get together with others who are working in this activity. On the sheet labeled "Guidelines for Exposing Children to Art, Music and Drama", on page 19 , write some guidelines or rules that you can use when you expose areas: art, music and drama. Remember:

1. to think about what exposing children to things means;

2. the guidelines or rules must be good for all three areas; art, music and drama.

If you have any questions, ask your Resource Person. When you are finished with your chart and guidelines, go over them with your Resource Person to make sure that you know what preparations and guidelines are all about.

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Module 1

Section I

PREPARATION FOR EXPOSING CHILDREN TO ART, MUSIC AND DRAMA

PART ONE	PART TWO
Helping Children Learn What Is Available in Art, Music and Drama	Helping Children Learn How to Use The Things In Art, Music and Drama
LESSONS: 1. 2. 3.	LESSONS: 1. 2. 3.
ACTIVITIES: 1. 2. 3.	ACTIVITIES: 1. 2. 3.
ENVIRONMENTAL CONDITIONS: 1. 2. 3.	ENVIRONMENTAL CONDITIONS: 1. 2. 3.

Unit

Module 1

Section I

Activity 3 (cont.)

GUIDELINES TO EXPOSING CHILDREN ART, MUSIC AND DRAMA

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Module 1

Section I

ACTIVITY 4

HOW TO EXPOSE CHILDREN TO ART

You have just learned about the two parts involved in exposing young children to expressive experiences. These two parts are: (1) letting children know what is available to them; and (2) helping children know how to use the "tools" of any expressive area. When we talk about exposing children to something, we are talking about only these two things. We are not talking about letting children make whatever they want. We are not talking about helping children express themselves. We are talking about a beginning step in getting children ready to be able to express themselves. That beginning step is exposing children to ways that are available to tell people how they think and feel. This activity is about exposing children to art. Since there are two parts to exposing children to something, we will look at how to expose children to art by:

1. helping children learn what is available to them in art so they can express themselves;

2. helping children learn how to use what is available to them in art so they can express themselves.

Helping Children Learn What Is Available to Them in Art

The most important part of letting chidren know what is available to them in art is offering as many different art

Activity 4 (cont.)

forms to them, in the course of a school year, as possible. Since children are usually in preschool for two years, they need not be exposed to everything in one year. They have two years to learn a lot about the different kinds of art media.

On the chart labeled, "Helping Children to Learn What's Available to Them in Art" on page 25, you are to do the following things.

1. Get out your guidelines from Activity 3.

2. In Column A, list as many different art experiences as you can which are good for three years old.

3. In Column C, list as many different art experiences as you can which are good for four year olds.

4. Using your guidelines from Activity 3, review the lists you have just made and decide whether the things on your lists are good for all preschool children, or three year olds, or four year olds or both.

5. For every experience on your lists, ask yourself the four questions on the next page.

Activity 4 (cont.)

The questions are:

A. Can the age group who will have the experience use the materials needed to have the experience?

B. Will the experience be one that will be enjoyable to young children?

C. Will the experience be too complicated for young children?

D. Will the experience be a way for children to express themselves or will it be so involved that children will become frustrated doing it?

If you answer "No" to any of the four questions for an item on your list, put a line through that item.

Do not worry if you have some experiences listed which are good for both groups. Children need a chance to have the same activity at different ages. That is because children see the same thing in different ways as they grow and develop.

Now that you have made your lists of art expreriences, you are ready to fill in Columns B and D on your chart. In Columns B and D, you are to list all the materials that will be needed for each experience that you listed in Columns A and C that does

Activity 4 (cont.)

not have a line through it. Make sure you write the materials needed for each art experiences in the box next to the correct art experience.

When you have finished, share your lists with others. If they have experiences listed that you don't, add them to your list.

Look over your list of experiences. Select any five experiences from your two lists. On the chart marked, "What Children Have to Know in Order to Have the Experience" on page 26 , write the five experiences you selected. Write the name of each of the five experiences in a box at the top of each column. You should have one experiences for each box. In the column under each box, list the kinds of things a child would have to know how to do in order to participate in the experience that you plan to expose them to. For example, if you wanted to expose the children to potato printing you would have to be sure that:

1. The children can cut simple patterns on the piece of potato;

2. that the children have the control to dip the potato in paint;

3. that the children have the control to shake off the excess paint; and,

Activity 4 (cont.)

4. the children have the control to stamp it on the paper.

This would make up four things on your list. When you have completed your chart, go over it with your Resource Person to make sure you haven't left anything out. The things on your list are the "tools" needed for having the art experience you listed.

Helping Children Learn How to use the Tools Needed for Art Experiences

For each art experience a child has, there are one or more""tools" he or she will have to use in order to participate in the experience. This calls for lessons, activities and environmental conditions which will allow children to learn how to use the tools they need for the experiences you have planned for them. From your chart, "What Children Have to Know in Order to Have an Experience", select nine tools that children would need to have for your experiences. Make up three lesson cards, three activity cards and three environmental condition cards for these tools. Each "tool" could be taught in any one of the three ways but you just have to select one way for each "tool". When you have finished, review your nine cards with your Resource Person. Then, place them in the proper section of your file card box.

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Section I

Activity 4 (cont.)

HELPING CHILDREN TO LEARN WHAT IS AVAILABLE TO THEM IN ART

THREE YEAR OLDS		FOUR YEAR OLDS	
Art Experience A	Materials Needed for Having the Experience B	Art Experience C	Materials Needed for Having the Experience D

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Section 1

Activity 4 (cont.)

WHAT CHILDREN HAVE TO KNOW IN ORDER TO HAVE AN EXPERIENCE

EXPERIENCE 1	EXPERIENCE 2	EXPERIENCE 3	EXPERIENCE 4	EXPERIENCE 5

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Module 1

Section I

ACTIVITY 5

HOW TO EXPOSE CHILDREN TO MUSIC AND DANCE

Exposing children to music and dance is very much like exposing children to art. It is like art in that it has two major parts:

1. Helping children learn what is available to them in music and dance so they can express themselves;

2. Helping children learn how to use what is available to them in music and dance so they can express themselves.

It is different in that it is music and dance instead of art. Remember, exposing children to expressive experiences is just a beginning step in helping children to express themselves.

Helping Children Learn What Is Available to Them in Music and Dance.

Think of the different kinds of music and dance experiences you would want to expose your children to. On the chart labeled, "Helping Children to Learn What's Available to Them in Music and Dance", on page 31 , you are to do the following things;

1. Make a list of as many different music and dance experiences as you can which are appropriate for three-year-olds and, then, four-year-olds. Write your list of experiences for three-year-olds in Column A. Write your list of experiences for four-year-olds in Column C.

Activity 5 (cont.)

2. Use your guidelines from Activity 3 to decide whether the things on your lists are good for all preschool children, or three-year-olds, or four-year-olds or both.

3. For each item on your lists, ask yourself the following questions. If you answer "No" to any of these four questions for an item on your lists, put a line through that item. The questions are:

   A. Can the age group who will have the experience use the materials needed to have the experience?

   B. Will the experience be one that will be enjoyable to young children?

   C. Will the experience be too complicated for young children?

   D. Will the experience be a way for children to express themselves or will it be so involved that children will get frustrated doing it?

When you have made your lists of experiences, in Columns B and D which are labeled "Materials Needed for Having the Experience", write what the materials are that would be needed for each experience that does not have a line through it. Share your list with others. If they have experiences that you don't have listed, add them to your chart.

Activity 5 (cont.)

Look over your list of experiences. Select five. On the chart marked, "What Children Have to Know in Order to Have an Experience " on page 32. List the five experiences you selected. Write the name of one of the five experiences in a box at the top of each column. You should have one experience for each box. In the column under each box, list the kinds of things a child would have to know how to do in order to participate in the experience to which you plan to expose them. For example, if you wanted to expose the children to using the record player, you would have to be sure the child could:

1. turn it on;

2. place the record on the spindle;

3. place the arm of the record player on the record; and

4. know how to control the volume.

This would make up four things on your list. When you have completed your list, go over it with your Resource Person to make sure you haven't left anything out. Remember, the things on your list are the "tools" needed for having a music or dance experience.

Activity 5 (cont.)

Helping Children Learn How to use the "Tools" Needed for Music and Dance Experiences

In Activity 4, you learned that the best way to help children learn how to use the "tools" necessary for being exposed to expressive experiences was to plan lessons, activities and environmental conditions for them. You are to select nine tools from your chart "What Children Have to Know in Order to Have an Experience". Make up three lesson cards, three activity cards and three environmental condition cards for these tools. Each tool could be taught in any one of the three ways but you just have to select one way for each "tool". When you have finished, review your nine cards with your Resource Person. Then, place them in the proper section of your file card box.

Activity 5 (cont.)

HELPING CHILDREN TO LEARN WHAT IS AVAILABLE TO THEM IN MUSIC AND DANCE

THREE YEAR OLDS		FOUR YEAR OLDS	
Music and Dance Experience A	Materials Needed for Having the Experience B	Music and Dance Experience C	Materials Needed for Having the Experience D

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Module 1

Section I

Activity 5 (cont.)

WHAT CHILDREN HAVE TO KNOW IN ORDER TO HAVE AN EXPERIENCE

EXPERIENCE 1	EXPERIENCE 2	EXPERIENCE 3	EXPERIENCE 4	EXPERIENCE 5

Unit V

Module 1

Section I

ACTIVITY 6

HOW TO EXPOSE CHILDREN TO DRAMA

Exposing children to drama has the same two parts that there were for art and music and dance. These parts are:

1. Helping children learn what is available to them in drama so they can express themselves; and,

2. Helping children learn how to use what is available to them in drama so they can express themselves.

Helping Children Learn What Is Available to Them in Drama

Think of the different kinds of dramatic experiences you would want to expose your children to. On the chart labeled, "Helping Children to Learn What's Available to Them in Drama" on page 36, you are to do the following things:

1. Make a list of as many different dramatic experiences as you can which are appropriate for three year olds and, then, four-year-olds. Write your list of experiences for three-year-olds in Column A. Write your list of experiences for four year olds in Column C.

2. Use your guidelines from Activity 3 to decide whether the things on your lists are good for all preschool children, or three-year-old olds, or four-year-olds or both.

Activity 6 (cont.)

3. For each item on your lists, ask yourself the following questions. If your answer is "No" to any of these four questions for an item or your lists, put a line through that item. The questions are:

   A. Can the age group who will have the experience use the materials needed to have the experience?

   B. Will the experience be one that will be enjoyable to young children?

   C. Will the experience be too complicated for young children?

   D. Will the experience be a way for children to express themselves or will it be so involved that children will get frustrated doing it?

When you have made your lists, write down what materials you would need for each experience that does not have a line through it. Write it in Columns B and D. Share your list with others. If they have experiences that you don't have listed, add them to your chart.

Select five experiences. Write them in the boxes at the top of the chart marked, "What Children Have to Know In Order to Have an Experience" on page 37. In the column under each box,

Activity 6 (cont.)

list the kinds of things a child would have to know how to do in order to participate in the experience to which you plan to expose them. The things on your list are the "tools" needed for a child to have a drama experience.

Helping Children Learn How to Use the "Tools" of Drama Experience

Select nine tools from your chart, "What Children Have to Know in Order to Have an Experience". Make up three lesson cards, three activity cards and three environmental condition cards for these tools. When you have finished, go over your cards with your Resource Person. Then place them in the proper section of your file card box.

Activity 6 (cont.)

HELPING CHILDREN TO LEARN WHAT IS AVAILABLE TO THEM IN DRAMA

THREE YEAR OLDS		FOUR YEAR OLDS	
Drama Experience A	Materials Needed for Having the Experience B	Drama Experience C	Materials Needed for Having the Experience D

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Module 1
Section I

Activity 6 (cont.) WHAT CHILDREN HAVE TO KNOW IN ORDER TO HAVE AN EXPERIENCE

EXPERIENCE 1	EXPERIENCE 2	EXPERIENCE 3	EXPERIENCE 4	EXPERIENCE 5

Unit V

Module 1

Section I

ACTIVITY 7

EXPOSING CHILDREN TO ART, MUSIC OR DRAMA

In this section of the module, you have learned that exposing children to art, music and drama means:

1. helping children to know what is available to them in art, music and drama in order to express themselves;

2. helping children to know how to use what is available to them in art, music and drama in order to express themselves.

This activity is a field activity. For this activity, you are to do the following things:

1. Take out page 41 in this activity. Use this page to record most of the information needed, as you do the steps below.

2. Select one expressive experience you would like to expose your children to in either art, music or drama. Write the name of the expressive experience and the area on your sheet. Use your charts in Activities 4, 5, or 6 to help you select an experience.

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Module 1

Section I

Activity 7 (cont.)

3. For the expressive experience you have selected list the kinds of things a child would have to know how to do in order to participate in the experience to which you plan to expose them. Write this list on your sheet. Use your charts in Activities 4, 5, or 6 to help you.

4. Select three"tools" from the list that you have just made. For one tool, make up a lesson card. For a different "tool" make up an activity card. For the third "tool" make up an environmental condition card.

5. Arrange to have your Field Supervisor observe you when you are working with the children for the activity on the activity card you wrote.

You are to have the following things ready to show your Field Supervisor when she comes to observe you.

1. your sheet from this activity;

2. your lesson card, activity card and environmental condition card for the "tools" you selected.

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Module 1

Section I

Activity 7 (cont.)

Your Field Supervisor will be looking to see:

1. If your activity helps children learn how to use a "tool" that is necessary for being exposed to the expressive experience you have chose..

2. If your activity is appropriate for your children,

Notify your Field Supervisor when you are ready to be observed.

Unit V

Module 1

Section I

Activity 7 (cont.)

1. Area selected:

2. Expressive experience:

3. Kinds of things a child would have to know how to do in order to participate in this experience. The "tools" are:

SECTION II

APPRECIATING ART, MUSIC AND DRAMA

Unit V

Module 1

Section II

ACTIVITY 1

WHAT DOES APPRECIATING ART, MUSIC AND DRAMA MEAN?

Appreciating art, music and drama is another step in helping children learn how to express themselves. Appreciating means to like something or to see that something has value to someone. In order for children to want to "talk" to us through expressive experiences, they must feel that the way they express themselves is a good way. They must feel that the way they express themselves is something that they would like to do.

Part of the teacher's job is to offer experiences to children which will help them learn how to appreciate art, music, and drama. Helping children appreciate art, music and drama means:

1. setting up an environment which has art, music and drama as a basic part of it; and

2. providing opportunities for children to share their feelings about art, music and drama.

Helping children to appreciate art, music and drama is a very important part of helping children learn to express themselves. It is important for children because they need to know inside themselves that art, or music, or drama is a good way for them

Unit V

Module 1

Section II

Activity 1 (cont.)

to tell people how they feel about things. If children learn that art, music and drama are an important part of their world and others' and if they can share their feelings about different kinds of art, music and drama, then they will like it and want to use it to express themselves.

The important job of the teacher is to help children learn to appreciate art, music and drama. You can help children learn to appreciate art, music and drama by:

1. setting up an environment which has art, music, and drama as an important part of it;

2. talking with the children about how different kinds of art, music and drama make you feel and make them feel.

In this section, you will learn how to establish an environment for children which fostersart, music and drama. You will also learn how to help children share their feelings about art, music and drama.

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Module 1

Section II

ACTIVITY 2

THINGS TO THINK ABOUT IN ORDER TO HELP CHILDREN APPRECIATE ART, MUSIC AND DRAMA

Usually children's art work is an important part of a preschool classroom. There are often special places where children can hang their paintings, place their clay work or show off their wood work. This is a good thing to do. It is good because children feel that what they have made is important and good. Everybody needs to feel that what they have made is important and good. But there are other kinds of art work that can be part of the environment too. Can you think of some other kinds of art work you could have in your classroom? Think about the different kinds of art. Think about pictures and paintings and sculpture that you might bring into your classroom to share with your children.

Most preschool classrooms have special records for children. They also have special instruments for children to play with. But there are other kinds of music that children can listen to and hear. Can you think about the different kinds of music that children might enjoy listening to? Think about classical music and jazz and country folk. Think about having children hear people play some instruments that are "grown up" instruments. Would you want your children to hear some of these different kinds of music too?

Unit V

Module 1

Section II

Activity 2 (cont.)

Children like to act out things. They do it in the doll corner, they do it on the playground and they do it with trucks and blocks. They act out stories and they use puppets to act out things. But they don't always have a chance to see grown ups act in plays. Think about how children might have a chance to see grown ups act. Think about movies you could show them or television shows you could watch together or schools near by that have plays for children.

What kinds of things would you do to set up an environment that would help children appreciate art or music or drama? What kinds of things would you use to set up an environment that would help children appreciate art, or music or drama? On page 49, there, is a chart titled "Establishing an Environment for Appreciating Art, Music and Drama". You are to do the following things with this chart:

1. Find the three columns labeled "What You Can Do". There is one column for art, one for music and one for drama.

2. Next, list all the different things that you can do in setting up an environment to help children appreciate art. Write your list in Column A.

Unit V

Module 1

Section II

Activity 2 (cont.)

3. Now, list all the different things that you can do in setting up an environment to help children appreciate music. Write your list in Column C.

4. Now, list all the different things that you can do in setting up an environment to help children appreciate drama. Write your list in Column E.

5. Next, find the columns labeled "Where You Can Get It. There is one column for art, one for music and one for drama.

6. In Column B, next to each thing that you listed in Column A, write down where you can get it.

7. Now do the same thing in Columns D and F, that you did in Column B.

When you have completed your chart, share your lists with others. Add things that you had not thought of to your lists.

When people look at art, or listen to music or watch plays, they have different feelings about it. Sometimes a painting makes you feel very sad, sometimes a piece of music makes you feel very angry and sometimes a play makes you laugh. We don't often talk about how things make us feel.

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Activity 2 (cont.)

On page 50, there is a chart, titled "Questions to Ask Children to Help Them Think and Tell You How They Feel about Art, Music and Drama". Think about and then write five questions that you could ask children about art which will help them talk about how it makes them feel. Think about and then write five questions that you could ask children about music which will help them talk about how it makes them feel. Think about and then write five questions that you could ask children about drama which will help them talk about how it makes them feel.

If you have trouble, get together with others and write them together. When you have finished, go over your questions with your Resource Person. She may have some other ideas for questions that you might want to ask your children.

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Activity 2 (cont.)

ESTABLISHING AN ENVIRONMENT FOR APPRECIATING ART, MUSIC AND DRAMA

ART ENVIRONMENT		MUSIC ENVIRONMENT		DRAMA ENVIRONMENT	
What You Can Do A	Where You Can Get It B	What You Can Do C	Where You Can Get It D	What You Can Do E	Where You Can Get It F

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Activity 2 (cont.)

QUESTIONS TO ASK CHILDREN TO HELP THEM TELL HOW THEY FEEL ABOUT ART, MUSIC AND DRAMA

ART QUESTIONS	MUSIC QUESTIONS	ART QUESTIONS
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

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ACTIVITY 3

HOW TO HELP CHILDREN APPRECIATE ART

We have already talked about what it means to learn how to appreciate something. Helping children to learn how to appreciate art, music and drama means setting up an environment with art, music and drama as a basic part of it. It also means helping children talk about how they feel about art, music and drama. This activity is about setting up an environment and encouraging children to talk about art.

Setting Up An Environment for Art

Think about your classroom. Think about all the things you have in it. Think about your walls and bulletin boards. Think about some of the things you are doing in your class with your children now. Think about some of the things that children are interested in and talk about a lot. Can you imagine some ways of setting up a section of your room where you can have pictures or paintings or some form of art which the children will like? Can you think of a bulletin board or a section of a wall where you can hang pictures which children will enjoy looking at?

In the space on the next page, write three different ideas you have for making a bulletin board or setting up a section of your room. (An example of an idea could be to have pictures of

Activity 3 (cont.)

different families from different cultures? Remember, think about things that would be of interest to children. Talk to others or your Resource Person if you are having trouble thinking of some ideas.

1.

2.

3.

Now that you have some ideas of what you want to do, think about ways of getting the pictures which you can hang for children to see or things needed to set up a section of your room. There are magazines, greeting cards, wall paper, books, posters, post cards, photographs or pictures that you can make yourself. In the space below, list three different places you think you could get the pictures for the ideas you wrote down before. Talk to others or your Resource Person if you are having trouble.

1.

2.

3.

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Activity 3 (cont.)

Now you need to plan how you will put your pictures together so that the children will like what you have done. Think about how many pictures you will want to have together. Think about whether or not you want to frame your pictures with construction paper. Think about whether or not you want any words with your pictures. On the page marked, "A Design for Setting Up an Art Display" draw one of your ideas that you wrote down on the previous page as you would like it to look in your classroom. If you are going to do a bulletin board, show how it would look. Draw in the kind of pictures that you think you would like to have. Do not worry about how good you draw, you are only trying to put the ideas you have together Draw the pictures in the places you think they should be. Print the words you will have, if any. Try to make your design as close to what you would do in your classroom as you can.

Share your design with others. Ask for their suggestions. Ask your Resource Person for her ideas. When you have thought about what everyone has suggested, redo your design on the other design sheet in this activity.

Helping Children to Tell You How They Feel about Your Art Display

It is hard for children to tell you how they feel about things. It is hard because they are not used to doing it. It is hard

Activity 3 (cont.)

because grown ups don't talk about feelings. It is important for children to learn to tell you how they feel. It is important because learning that art makes someone feel differently about different things helps them to appreciate it. The first step in helping children to tell you how they feel about whatever piece of art you are showing them is to pick out all of the different parts of the art work that they might have some feeling about. They might have feeling about the colors used or the story that the picture tells or the way the pictures are put together. Dark colors sometime make people feel sad; light colors sometimes make people feel light and gay. The story that the picture tells can remind a child of something that happened to him or her. What the child remembers will be the feelings she has about the art work she sees. The next step is asking children some questions about the parts of the art work that you picked out that will help them tell you how they feel. Remember, children need help telling you how they feel.

Take out the "Design for Setting Up and Art Display". Look at your design and pick out the parts which you think children will have some feelings about. In the space below, write down all the different parts of the design that you think the children might have some feelings about.

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Activity 3 (cont.)

Turn to page 58 and take out the chart. The chart contains two columns. Column A is labeled "Parts of Art Work" and Column B is labeled "Questions to Ask Children about Feelings". Here is what you are to do with the chart. First, in Column A, write all the different parts of the design from the list you have just completed. Second, look at the first part you wrote in Column A. In the box next to it in Colum B, write three questions that you could ask children about their feelings that have to do with that part of the art work. Third, repeat the second step until you have written three questions for each part you listed in Column A. If you have any questions, ask your Resource Person.

Activity 3 (cont.)

Section II

A DESIGN FOR SETTING UP AN ART DISPLAY

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Activity 3 (cont.)

Section II

A DESIGN FOR SETTING UP AN ART DISPLAY

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Section II

Activity 3 (cont.)

PART OF ART WORK THAT CHILDREN HAVE FEELINGS ABOUT

AND

QUESTIONS TO ASK CHILDREN WHICH HELP THEM TELL YOU THEIR FEELINGS

PARTS OF ART WORK	QUESTIONS TO ASK CHILDREN ABOUT FEELINGS

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ACTIVITY 4

HOW TO HELP CHILDREN APPRECIATE MUSIC

There are two parts to helping children appreciate music:

Part 1 - Setting up the environment for music;

Part 2 - Helping children tell you how they feel about music.

Setting Up an Environment for Music

Think of the different kinds of music you can play in your classroom. Think of the different times of the day you can play music for the children. Are there times during the day that certain kinds of music are better than other times?

On page 62, is a chart labeled "Kinds of Music for Different Times of the Day". The chart contains two columns. In the left column is listed the different times of the day that you may want to play music for the children. The right column is is labeled "Kinds of Music". In this column, you are to write as many kinds of music as you can think of that are right for the time of day listed in the left column. Remember, the different kinds of music are; classical, folk, band, rock and roll, country folk, blues, jazz and musicals.

Look over the kinds of music you have just written for each time of day listed in the left column. Is the kind of music you've picked right for that time of day? Think about it.

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Activity 4 (cont.)

For example, you would probably play folk music or classical music at nap time. You would not want to play loud music that children would want to move around to at that time of day.

HELPING CHILDREN TELL YOU HOW THEY FEEL ABOUT MUSIC

Children can tell you how they feel about music in two ways. The first way they can tell you is through words. The second way they can tell you is by dancing. It is good for children to hear the different kinds of music and to dance to it based on what the music tells them. It is good for children to hear the different kinds of music and to talk about how the music makes them feel.

How could you help your children tell you how they feel about music? Would you ask questions? What other ways can you think of that would help children show you how the music makes them feel? Turn to page 63. In Column 1, write ten questions you could ask children which would help children tell you how they feel about music. If you have a special kind of music in mind, write it in the box at the bottom of this column. In Column 2, write five different ways you could work with children so they can show you how the music makes them feel.

Activity 4 (cont.)

An example could be having the children draw while they listen to the music. What they draw and the colors they choose often reflects how the music makes them feel. Share your chart with others in your class. If you have any questions, ask your Resource Person.

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Activity 4 (cont.)

KINDS OF MUSIC FOR DIFFERENT TIMES OF THE DAY

KINDS OF MUSIC FOR DIFFERENT TIME OF DAY

TIME OF DAY	KINDS OF MUSIC
1. Free Play Time	
2. Snack or Meal Time	
3. Nap Time	
4. Recreation or Outdoor Play Time	

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Activity 4 (cont.)

HELPING CHILDREN TELL YOU HOW THEY FEEL ABOUT MUSIC

COLUMN 1 Questions to Help Children Tell You How They Feel about Music	COLUMN 2 Things You Can Do to Help Children Tell You How They Feel about Music
Special Kind of Music	

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ACTIVITY 5

HELPING CHILDREN APPRECIATE DRAMA

There are two parts to helping children appreciate drama:

Part 1: Setting up an environment for drama

Part 2: Helping children to share their feelings about drama

Setting Up an Environment for Drama

Children act out things all the time. They learn to understand a lot of things by acting them out. They pretend that they are mommies or daddies or teachers or babies. They let you know the way they see others and themselves when they do this. This is called dramatic play. Dramatic play is not the same thing as drama. Drama is when you have a complete story and all of the people in the story have words to say that are written for them. For example, if children were to act out "Goldilocks and the Three Bears" and the children say what Goldilocks and the Three Bears said in the story then you would have drama.

Activity 5 (cont.)

Think about the kinds of stories you read to children. Think about the stories that are very good for acting out. On Page 67 , write the names of four stories that would be good for acting out. Write them in Column 1. In Column 2, next to each story in Column 1, write the equipment and materials you would need for having the children act out the story.

Helping Children Tell You How They Feel About Drama

When you ask children how they feel about drama, you ask them about different characters in the play. Each character in the play makes you feel a different way. For example in "Goldilocks and the Three Bears", Mama Bear makes you feel one way, Baby Bear makes you feel another way and Goldilocks makes you feel yet another way. Turn to your chart for "Setting Up an Environment for Appreciating Drama" on Page 67. Choose one of the stories from Column 1. Now, turn to Page 68, in Column 1, write the name of the story you have just picked. Under the name of the story, write all of the characters in the story. For example, if you were to use "Goldilocks and The Three Bears" as your story, your characters would be:

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Activity 5 (cont.)

Papa Bear
Mama Bear
Baby Bear
Goldilocks

In Column 2 of the same chart, write two questions you would ask the children about each of the characters. For example, if it were Goldilocks and the Three Bears, you would write two questions about Mama Bear, two questions about Papa Bear, two questions about Baby Bear and two questions about Goldilocks. Remember, the questions should be questions which will help the children tell you how they feel about each of the characters.

If you have any questions about what you are to do, ask your Resource Person.

Activity 5 (cont.)

SETTING UP AN ENVIRONMENT FOR APPRECIATING DRAMA

COLUMN 1	COLUMN 2
STORIES CHILDREN COULD ACT OUT	EQUIPMENT AND MATERIALS FOR ACTING OUT THE STORY

Activity 5 (cont.)

HELPING CHILDREN TELL YOU HOW THEY FEEL ABOUT DRAMA

COLUMN 1	COLUMN 2
THE STORY AND CHARACTERS IN THE STORY	QUESTIONS TO ASK CHILDREN ABOUT THE CHARACTERS IN THE STORY
Story: Characters:	

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ACTIVITY 6

TEACHING CHILDREN TO APPRECIATE ART, MUSIC OR DRAMA

In this section of the module, you have been learning about helping children appreciate art, music and drama. Appreciating means to like something or to see something that has value to someone. Part of your job is to offer children experiences which will help them appreciate art, music and drama. There are two parts to helping children appreciate art, appreciate music and appreciating drama. These two parts are:

1. setting up an environment which have either art, music or drama as a part of it; and

2. providing opportunities for children to share their feelings about art, music and/or drama.

For this field activity, first, you are to select either art or music or drama. Second, you are to plan and set up an environment for helping children appreciate either art or music or drama Third, you are to plan and then ask the children questions which will help them tell you how they feel about whatever you are helping your children appreciate.

On the following pages, are special directions for you to follow. Find the section that talks about the area you have selected:

Activity 6 (cont.)

art, music or drama. Read and carefully follow the directions in that section. If you have any questions, ask your Resource Person. When you are ready to be observed, contact your Field Supervisor.

ART

If you are going to work with the children to appreciate art, you are to do the following things. Make a design of what you will do. Make it like you did in Activity 3. Second, write out the questions you will ask the children about your art display. Do it like you did in Activity 3. Third, set up your display. Fourth contact your Field Supervisor. Fifth, with your Field Supervisor observing you, have a discussion with the children asking the questions you wrote down. Sixth, when your Field Supervisor comes to your center, you should:

1. have your design ready;

2. have your list of questions ready;

3. have your display set up;

4. be ready to have a discussion with your children using your list of questions.

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Section II

Activity 6 (cont.)

MUSIC

If you are going to work with the children to appreciate music, you are to do the following things. First, plan and select music to play for your children during free-play time. Second, write down the kind of music you intend to play and the name of the pieces you will be playing. Third, write down the questions you intend to ask the children or the things you intend to have the children do to show you how they feel about the music. Fourth, contact your Field Supervisor. Fifth, when your Field Supervisor comes to your center, have the following things ready:

1. your list of the kind of music and names of the pieces you will play;

2. your list of questions or your plan for doing something with the children to have them show you how they feel about music.

Sixth, after your Field Supervisor has looked over your plans, be ready to have her observe you playing the music for the children and either asking them questions or doing whatever you have planned for letting them show you how they feel.

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Activity 6 (cont.)

DRAMA

If you are going to work with the children to appreciate drama, you are to do the following things. First, select and plan a story to have the children act out. Second, write a list of questions you will ask the children about each of the characters in the story. Third, make sure your plan includes the story, the list of characters, and the materials and equipment necessary for acting out the play. Fourth, contact your Field Supervisor. Fifth, when your Field Supervisor comes to your center, have your plan and list of questions ready for her. Sixth, be ready to have your Field Supervisor observe the children acting out the story and observe you asking the children questions about the characters in the play.

Remember, you only have to do art, music or drama. You do not have to do all three. If you have any questions about what you are to do, ask your Resource Person. Contact your Field Supervisor when you are ready to be observed.

SECTION III

COMMUNICATING THROUGH ART, MUSIC AND DRAMA

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Section III

ACTIVITY 1

COMMUNICATING THROUGH ART, MUSIC AND DRAMA

Communicating means sharing what you know or feel with others. This is what expressive experiences is all about. It is about giving children a chance to tell us what they are thinking or feeling. Young children sometimes have trouble telling us what they are thinking and feeling. They don't have all the words that adults do. That is why they use their bodies to "talk" to us. That is why they need other ways to "talk" to us.

Art, music and drama are some of the other ways that children can "talk" to us. There are two important parts of communicating. They are:

1. knowing all of the kinds of art, music and drama that are available for preschool children so they can communicate with us; and

2. knowing how to offer all of the different kinds of art, music and drama to preschool children so they can communicate with us.

This section will deal with these two parts of communicating. It will help you think about and identify the different kinds of art, music and drama that you can offer children so they

Activity 1 (cont.)

can communicate with us. It will also, help you plan and teach different kinds of lessons and activities which will help children talk to us.

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ACTIVITY 2

FINDING OUT WHAT IS AVAILABLE IN ART, MUSIC AND DRAMA FOR PRESCHOOL CHILDREN

There are many ways of finding out what is available in art, music, and drama for preschool children. Some ways of finding out what is available are:

1. to look in a preschool center and list all of the things it has for children;

2. to go to a library and look at reference books about art, music and drama for preschool children;

3. to talk to people who work with preschool children and find out what they do; and

4. to think about and make a list of the things you know from your own experiences.

In order to be sure that you know as much as you can about art, music, and drama experiences for preschool children, you should do all of these things. You should observe in your centers, go to the library, talk to others and think about the things you know about.

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Activity 2 (cont.)

Here is what you are to do. Turn to Page 79 in this activity. and take out the three sheets. Each sheet is about a different area. One sheet is about art, one is about music and the third sheet is about drama. Your first job is to find out about all the different experiences that are available in art, music and drama for preschool children. To do this, you must go to the library, look at things in your center, talk to others and think about things you know of. You must do this for art, for music, and for drama. When you have done this, list all the different experiences you have found out about. List all the art experiences in Column 1 of the sheet labeled "Art Experiences for Preschool Children". List all the music experiences in Column 1 of the sheet labeled "Music Experiences for Preschool Children". List all the drama experiences in Column 1 of the sheet labeled "Drama Experiences for Preschool Children".

When you have finished your lists, stop and do some thinking. Think about whether or not the experiences you have listed are appropriate for the children you are teaching. Think about whether or not your children have the large motor control or the fine motor control needed to be able to benefit from the experiences. Your second job is to answer the question at the top of Column 2, Is this experience appropriate for preschool children for each experience that you listed on the three sheets. Ask yourself the question at the top of Column 2 for

Section III

Activity 2 (cont.)

for each experience that you listed in Column 1. If the experience is appropriate for preschool children, write a "Yes" next to it in Column 2. If the experience is not appropriate for preschool children, write a "No" next to it in Column 2.

When you have finished answering "Yes" or "No" for each experience you listed in the first column of each of your three sheets, you are ready to go on. Your third job is, for each sheet, take all of the experiences that you answered "Yes" to in the second column and write them in Column 3, "Final List of Art or Music Or Drama Experiences". Look over all the experiences that you have listed in Column 3 of each sheet. These are the experiences that you can offer children to help them tell you how they are thinking and feeling.

You should now know as best as you can all of the different kinds of art and music and drama experiences that you can offer preschool children which will help them communicate with us.

Activity 2 (cont.)

ART EXPERIENCES FOR PRESCHOOL CHILDREN

COLUMN 1	COLUMN 2	COLUMN 3
LIST OF ART EXPERIENCES	IS IT APPROPRIATE FOR PRESCHOOL CHILDREN?	FINAL LIST OF ART EXPERIENCES

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Activity 2 (cont.)

MUSIC EXPERIENCES FOR PRESCHOOL CHILDREN

COLUMN 1	COLUMN 2	COLUMN 3
LIST OF MUSIC EXPERIENCES	IS IT APPROPRIATE FOR PRESCHOOL CHILDREN?	FINAL LIST OF MUSIC EXPERIENCES

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Activity 2 (cont.)

DRAMA EXPERIENCES FOR PRESCHOOL CHILDREN

COLUMN 1	COLUMN 2	COLUMN 3
LIST OF DRAMA EXPERIENCES	IS IT APPROPRIATE FOR PRESCHOOL CHILDREN?	FINAL LIST OF DRAMA EXPERIENCES

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ACTIVITY 3

HELPING CHILDREN COMMUNICATE THROUGH ART

An important rule for helping children communicate through art is:

> Let children tell you what they are making. Do not tell them what they should be doing or how they should be doing it.

This is an important rule because helping children communicate means having them tell us what they are thinking and feeling. We don't tell them. They tell us. If a teacher tells a child how to draw a house, then she is telling the child to draw it not as the child sees it, but rather as she sees it. This keeps us from knowing how the child thinks a house should look.

On Page 84 of this activity, you are to list five art activities you could make available to preschool children which would give them a chance to communicate with us. Write each activity in a separate box in Column 1 labeled "Art Activity". In Column 2 labeled "Materials" list all the materials you would use for the activity you wrote in Column 1. Make a list of materials for each activity you wrote in Column 1. In Column 3, write three questions you could ask the children after they have completed the activity which would help them

Activity 3 (cont.)

tell us what they did. Do this for each activity you have listed. When you have finished, write each activity on an activity card and place it in your file box.

Activity 3 (cont.)

ART ACTIVITIES FOR HELPING CHILDREN COMMUNICATE

ART ACTIVITY (1)	MATERIALS (2)	QUESTIONS TO ASK CHILDREN (3)
		1. 2. 3.
		1. 2. 3.
		1. 2. 3.
		1. 2. 3.
		1. 2. 3.

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ACTIVITY 4

HELPING CHILDREN COMMUNICATE THROUGH MUSIC

An important rule to remember for helping children communicate through music is:

> Let children tell you what they are doing and/or feeling in music. Do not tell them what they should be doing or feeling.

This is important in music or art or drama because we want to know how the children are thinking and feeling about things. What we think and feel is not important. The children's thoughts and feelings are important.

On Page 87 of this activity, you are to list five music activities you could make available to preschool children which would give them a chance to communicate with us. Write each activity in a separate box in Column 1 labeled "Music Activity". In Column 2 labeled "Materials" list all of the materials you would use for the activity you listed in Column 1. List the materials for each activity you wrote in Column 1. In Column 3, write three questions you could ask the children after they have completed each activity which

Activity 4 (cont.)

would help them tell us what they did. Do this for each activity you have listed. When you have finished, write each activity on an activity card and place it in your file box.

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Activity 4 (cont.)

MUSIC ACTIVITIES FOR HELPING CHILDREN COMMUNICATE

MUSIC ACTIVITY (1)	MATERIALS (2)	QUESTIONS TO ASK CHILDREN (3)
		1. 2. 3.
		1. 2. 3.
		1. 2. 3.
		1. 2. 3.
		1. 2. 3.

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ACTIVITY 5

HELPING CHILDREN COMMUNICATE THROUGH DRAMA

The same rule exists for drama as it did for art and music. The rule is:

> Let children tell you what they are doing in drama. Do not tell them what they should do or how they should do it.

This rule is important because the whole idea of helping children to communicate is to give them the chance to tell us how they are thinking and feeling about things. It can only happen if they are given a chance to tell us about their feelings and thoughts.

On page 90 of this activity, you are to list five drama activities you could make available to preschool children which would give them a chance to communicate with us. Write each activity in a separate box in Column 1 labeled "Drama Activity". In Column 2 labeled "Materials", list all of the materials you would use for the activity listed in Column 1. List the materials for each activity you wrote in Column 1. In Column 3, write three questions you could ask the children after they have completed each activity which would help them tell us what they did. Do this for each activity you have listed. When you have finished, write each activity on an activity card and place it in your file box.

Activity 5 (cont.)

you have listed. When you have finished, write each activity on an activity card and place in it your file box.

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Activity 5 (cont.)

DRAMA ACTIVITIES FOR HELPING CHILDREN COMMUNICATE

DRAM ACTIVITY (1)	MATERIALS (2)	QUESTIONS TO ASK CHILDREN (3)
		1. 2. 3.
		1. 2. 3.
		1. 2. 3.
		1. 2. 3.
		1. 2. 3.

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Section III

ACTIVITY 6

MASTERY ACTIVITY FOR SECTION III

This is your mastery activity for Section III, communicating thorough art, music and drama. For this activity, you are to do the following things:

1. Select one art activity, one music activity and one drama activity. Select them from your lists in Activities 3, 4 and 5.

2. Make the art activity, music activity and drama activity available to the children in your classroom.

3. Arrange to have your Field Supervisor observe you when you are working with the children for each activity.

You are to have the following things ready to show to your Field Supervisor when she comes to observe you:

1. your activity cards; and

2. your sheets from Activities 3, 4 and 5.

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Activity 6 (cont.)

Your Field Supervisor will be looking to see:

1. if you are encouraging children to tell you how they think and feel;

2. that you are not telling the children what they should do or how they should do it;

3. if you are asking children questions which will help them tell you what they are thinking and feeling.

You may do all three activities on the same day or on different days. It is up to you. Notify your Field Supervisor when you are ready to be observed.